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ABSTRACT

This publication contains nine short descriptive case studies of local adult education programs, including viticulture, women's reentry into the work force, music theory, work skills for people with disabilities, local history, intergenerational family literacy, and workplace training. The studies give a good overview of the diversity of learners' backgrounds, program objectives, and program delivery in adult and community education programs in Victoria, Australia. Information is provided on program development, course content, program implementation, outcomes, administration, and resources. (KC)

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Portraits

a showcase of good ideas in adult community education

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Portraits

a showcase of good ideas in adult community education

edited by Gail Timmers

Adult Education in the Community

Published by the Goulburn Ovens Murray Regional Council of Adult Community and Further Education, 1997

Portraits: a showcase of good ideas in adult community education

This project was funded and managed by the Goulburn Ovens Murray Regional Council of Adult, Community and Further Education.

Project Officer: Gail Timmers
Project Manager: Ross Tinkler

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All enquiries in relation to this publication should be addressed to the Adult Community and Further Education Board, Level 6, Rialto South Tower, 525 Collins Street, Melbourne 3000

Desktop Publishing/Artwork: Jacquie Winder
Front Cover: Janine Williams, VCE English Student,
The Centre for Continuing Education, Wangaratta

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INTRODUCTION

Portraits contains a series of case studies which demonstrate a remarkable diversity of approach to adult education practice in a range of program areas. All are successful in meeting the learning needs of their particular audience. Some are short courses, others much grander in scale. They have, however, a number of elements in common, and it's these elements which can be identified as fundamental to good adult education practice.

If we examine the breadth of case studies in this book, the range in age, economic status, educational background, learning intentions and expectations, and gender and ethnic mix of learners, there is clear evidence that adult and community education provision successfully delivers appropriate educational opportunities for hugely diverse groups of adults in a climate of rapid change.

Creative and innovative approaches are enabled by organisations that value community ownership and input, resulting in truly responsive adult education opportunities. These opportunities create personal, vocational, cultural, social and community outcomes.

Much has already been written defining 'good practice' in adult and community education. Well worth reading is Delia Bradshaw's introduction and her essay on criteria for good practice adult education curriculum in her book multiple images, common threads, case studies of good practice in adult community education.

In her introduction Delia sums up well my feeling about adult education practice today..."It is tempting to say that this is true 'multi-skilling', truly value for money, truly 'value-added' education"[1].

Some of the important elements which exemplify good practice in adult education include:

Curriculum Each course is developed to suit the needs of a particular group of learners, usually in consultation with the learners, and there is the capacity for course content to continue to evolve as the needs of the learning group become more clear, or change.

Delivery Flexible learning modes, flexible times, distance access, self-access, self-paced learning, and industry specific requirements are met according to need.

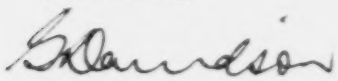
Tuition Emphasis on tutor qualities and qualifications. The employment of tutors who understand the learning needs of adults, and the myriad of reasons why adults participate in education.

There is a strong sense of professionalism, dedication and enthusiasm in community providers in our region, which has resulted in real responsiveness to the specific learning needs of a broad range of adults. It augurs well for the future.

This project was developed after consultation with the Goulburn Ovens Murray Regional Council of Adult, Community and Further Education and providers in the region. Projects and initiatives documented were selected as good examples of the adult education principles of cooperative development,

flexibility and quality curriculum and delivery. The project officer visited providers, tape recorder in hand, resulting in case studies that are interwoven with the thoughts and impressions of tutors, coordinators and participants.

Good reading,



Geoff Davidson
Chairperson
Goulburn Ovens Murray Regional Council of Adult, Community and Further Education.

[1] D. Bradshaw (1995), *multiple images, common threads, case studies of good practice in adult community education* p.5. Adult, Community and Further Education Board, Victoria.

Viticulture Training - The Alpine Valley Wine Growers' Association (AVWGA) The Centre for Continuing Education, Wangaratta

THE IDEA

As with many good ideas, this one arrived in a roundabout way. When Paul Bruce and Chris Blood from The Centre for Continuing Education in Wangaratta attended a Farm$mart conference in Tallangatta, they wouldn't have imagined that subsequent events would result in one of the most exciting and innovative industry programs seen in Victoria.

"It's an advantage to appear not to be the content expert, and to let the group develop the expertise, including the planning expertise. One of the main things for community providers is to be very well informed. It's one thing to play down the knowledge, but there is a National Training Agenda that you need to be very very aware of. You need to know what the Australian Standards Framework levels are, what the Australian Qualifications Framework is, and how it operates. It's one thing to be flexible and casual, but the other, behind the scenes knowledge, has to be spot on".

Involvement in Farm$mart was not possible given that regional networks had already been allocated. However, Greg Smith, Farm$mart Coordinator, still keen to involve The Centre, invited Paul and Chris to attend a conference in Myrtleford with a group of viticulturalists, The Alpine Valley Wine Growers' Association (AVWGA), who were at that time attempting to organise some training with a local provider.

About 30 growers were attempting to move from tobacco into grapes, were experienced farmers, and had clear ideas about what sort of training they wanted. They were all used to recording farm practices, and keen to find a model which offered tailor made training to meet their specific needs.

The cost of training was an issue, and discussions with the President of the group indicated that they were keen to explore funding possibilities. The Centre, familiar with brokering funding arrangements, together with arranging flexible delivery of programs, pursued discussions with the group and with consultant John Niewenhuis, from the Ovens Research Centre in Myrtleford, who had been working with the group for the past six years. The links with John have been critical to the success of the program.

"The main thing is knowing how to put programs together and how to work with people."

Within two months of the initial contact with the group, funding from the Office of Training and Further Education (OTFE) to run Certificate III in Food Processing (Wine) had been secured, along with a quick move to get the course onto The Centre's scope of registration and purchase curriculum documentation. Contact was made with people in the wine industry in South Australia who had developed the course, to gain additional knowledge about the Certificate. Executive Director, Geoff Davidson also secured some Department of Employment, Education, Training and Youth Affairs (DEETYA) funding through the Wangaratta Development Corporation. So, in the space of a couple of months, The Centre had put together around $50,000 for the group, and were ready to proceed with the training. Training commenced in July 1996.

WHAT THE GROWERS WANTED TO LEARN

The next challenge to arise was that initially the growers wanted to move away from the way the course was originally structured. Rather than start with viticulture, the group wanted Product Knowledge. As they were selling grapes by phone, they needed to know about the quality of the grapes and the wine it might produce. The problem was that Product Knowledge was part of a different

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certificate course stream, Cellar Door Sales, and although advice from the South Australian curriculum developers for the viticulture certificate was that "that wasn't the way it operated", The Centre went ahead anyway due to participant demand.

"People are too bright for off-the-shelf training any more. They are learning to be discriminating, to really start to make demands about the sort of things they want in their training".

Interestingly, the wine industry is now heading in the direction of mixing and matching modules out of different streams, so that by the time the group finish their training, they will actually get their certificate legitimately under the new rules.

APPROPRIATE TUTORS

Six local vignerons were employed to conduct sessions on Product Knowledge, the beauty being that some value was being put back into local enterprises with payment for tutoring. An additional benefit for these local wine makers will come in the improved quality of grapes being produced in the area, which in turn will add value to their product.

Content : Certificate III in Food Processing (Wine) - 390 hours

Modules:
- Product Knowledge
- Canopy Management
- Irrigation
- Vine Pests, Weeds & Diseases
- Soil Management
- Pruning

DURATION

The training continues over a twelve month period, and has been a mixture of morning, afternoon, evening and all day sessions, within a flexible timetable to suit growers' needs.

WHERE THINGS CAN LEAD

Growers' interest in communicating with others within the wine industry led to a session being conducted by Farm$mart on accessing the Internet, where a general question about the relationship between the colour of the grape juice and the flavour of wine, achieved some unexpected results. Answers came from Professor Anne Noble at Davis University in California, a world authority on sensory evaluation in wine. Ongoing communication revealed that Professor Noble would be in Australia at the invitation of the South Australian Wine and Brandy Corporation in November 1996, and would also be prepared to visit the grape growers at Myrtleford. The result was a seminar, attended by participants from all around Australia. Sponsorship from the industry was achieved, and the growers' group have profited in both knowledge and substantial dollars from the seminar.

ASSESSMENT

Once again bending the rules a little, assessment processes were altered slightly, allowing growers' own practice and the recording of that practice to form a large part of the assessment. The Centre has developed a quality

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manual in which to record practice, with a view to the manuals becoming the basis for a computer model of the whole Myrtleford area. Sixty growers recording their practices will provide excellent material for such a model.

Flexibility in training delivery

Further flexibility has been demonstrated as training is re-scheduled due to the unforeseen, such as the Prof. Anne Noble seminar, or the seasonal production demands experienced by growers.

Language is an issue

With a large number of participants being of Italian background, and some hesitant in both spoken and written English, The Centre responded by applying for and successfully gaining, funding for English as a Second Language support. The Centre then found a trained teacher of Italian background, with a quite solid knowledge of viticulture, who sits in on each session, acts as interpreter as required, and works with participants in a variety of ways enabling better understanding of training material and adequate recording of farm practices.

Traineeships

In 1995, through a competitive tendering process, The Centre was awarded the tender for viticulture traineeships across North-East Victoria. There are currently eight traineeships operational, with a further ten growers keen to become involved. The traineeship involves Certificates I and II in Food Processing (Wine) and was designed by WineTAC, a group in South Australia set up by the Australian wine industry to promote quality training. Material is developed in a flexible mode, with self paced books trainees can use in their own time or on the farm. The Centre employs a viticulture assessor two days a week, who works with the farmers and trainees to ensure quality training. The viticulture assessor is a local wine maker who has been growing grapes for the past fifteen years, and is thus able to impart knowledge to both the growers as well as the trainees.

Further integration of the training needs of both growers and trainees occurs when they jointly attend training sessions within some of the modules.

Additional links

Links have been established with the Tobacco and Associated Farmers Cooperative (TAFCO), a local buying cooperative which also sponsors courses. Because The Centre had been working well with the wine grape growers, TAFCO sponsored a Farm Chemical Users Course in which Alpine Valley Wine Growers' Association members have taken part. The Centre have since conducted another three Farm Chemical Users Courses in which various members of the AVWGA have participated.

Cooperation benefits the industry

Excellent cooperation has been received from the Ovens Research Station at Myrtleford, from local wine makers, who have provided their expertise as tutors, and Brown Brothers wine makers, who have made laboratory facilities and in-house trainers available. Clear benefits are achieved

"If sixty growers have all got quality manuals that are recording their spraying regimes, their pest management, their irrigation, and all their practices, wine makers will be very happy, because they now realise there's a very strong relationship - much stronger than people give credit for - for the quality of the grapes in relation to the quality of the wine they can produce."

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if a quality product is available to local wine makers. WineTAC has been very helpful, and the Food Industry Training Board has been most supportive, as they are particularly keen to deliver training to small growers, who traditionally haven't been involved in the national training system.

CERTIFICATION

Growers will receive a statement of attainment detailing modules completed. If they wish, growers will be able to complete the full Certificate III in Food Processing (Wine).

"The main benefit is to add value to the business - the Certificate is a bonus, but not the primary purpose of doing the training."

PARTICIPANTS

Approximately 60 growers ended up taking part in the training - at times the group expands as partners and sometimes children attend. Ages range from 19 to 58, with various levels of educational background. More than fifty percent are of non-English speaking background. Income levels range from very low to extremely high.

FUTURE TRAINING WITH AVWGA

The Centre has successfully gained further funding to conduct a range of Small Business management modules, including marketing skills and computer knowledge.

In addition, The Centre hopes to develop a CD ROM for the wine industry in cooperation with the growers' group, with marketing possibilities across Australia.

POTENTIAL FOR OTHER INDUSTRIES?

The Centre is currently negotiating with 50 herb growers, 170 deer growers and 120 olive growers.

ADMINISTRATION AND RESOURCES

Provider: The Centre
Chisholm Street
Wangaratta 3677

Contacts: Paul Bruce - Program Development Coordinator
Chris Blood - Program Coordinator

Funding Sources: Certificate III in Food Processing (Wine) -OTFE
English as a Second Language - OTFE
Seminar sponsorship - various industry players
Farm Chemical Users Course - TAFCO & OTFE
Traineeships - DEETYA
Rural Economic Adjustment Package - DEETYA

Cost to participants: $1 per student contact hour

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"My Pilot Light Burns Brightly"

Women's Re-entry into the Workforce - Wallan Neighbourhood House

Situated approximately 50km north of Melbourne, Wallan is a small commuter town of 4000 people. In Wallan there is Neighbourhood House buzzing with activity, parents and children, and full of plans to continue to expand to meet the needs of families in the area. The House runs a range of activities and courses, including occasional childcare and three year old activity groups for children. Situated next door to the kindergarten, the House is a natural stopping off point for parents with children seeking play group or kindergarten. Most participants in the House are women. They walk together, learn craft skills, drop in for a coffee and a chat, and most importantly, hope to make new friends and become part of this small community.

"It seems only yesterday I was saying 'I can't do that', but now I feel empowered to the point where I feel I could do absolutely anything I desire to try. This last eight weeks has shown me that the ten years I spent as a mother and housewife has not smothered me totally, my pilot light burns brightly. Housewives have many qualities needed, and sometimes lacking, in all areas of employment."

A particular need was picked up by Coordinator, Jill Brown, for women whose children were settled in school, had been out of the workforce for many years, and were keen to re-enter it. Over a period of time, Jill took the names of women who expressed concern about being left behind with work skills, particularly computer skills, and began to design a program around expressed needs.

"This course proved to be very intense, extremely rewarding and a wonderful introduction and stepping-stone back into the workforce...the re-establishment of confidence and self esteem are the key elements required for women wishing to return to the workforce."

The result was an innovative program which, like a patchwork, brings different elements together to create something new. The program offered a highly relevant approach to the challenge of finding work in the current environment.

An integral part of the course was instilling within the group the notion of 'commitment'. To be able to re-enter the workforce after a long absence, participants needed to be able to prioritise, plan and organise family and self needs.

"The main thing was to build up their self-confidence, but because computers are the big thing, and parents see their children gaining computer skills at school, it was important to pick up on a more tangible and practical skill."

Once the course was developed, the next step was to encourage the women to participate. The women were a little fearful about participating in the group and coping with new ideas and technology.

Course Content

Computers - 56 hours

The primary task was to develop a resume. Participants were required to choose a job that they would like to undertake from The Age classifieds, produce a resume, and write a covering letter.

Life Be In It - 5.5 hours

A full day session was included with a guest speaker from Life Be In It, who spoke to the group principally about good communication, how to have good rapport with an interviewer, body language, dealing with change, personal resources, and creating a vision about one's own future.

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Self Defence - 3.5 hours

A 3.5 hour session with a qualified tutor aimed to develop assertiveness and self-confidence, both physically and psychologically. Discussion took place on the safe practice of physical strategies, accommodating the different levels of fitness and ability of participants.

Finding a job - 2.5 hours plus individual interviews

A female staff member from a Kilmore based employment agency gave the group an insight into finding a job and what employers look for. Topics included: presentation and grooming; strategies for keeping track of employment opportunities; preparing for an interview; assessing ones own skills. Each participant was required to attend an interview, with their newly created resumes in hand, as a follow up to the session.

Teamwork - 3 hours

A visit to the Kilmore Leisure Centre aimed at achieving teamwork and confidence building through some circuit and swimming activities.

Drama workshop - 3 hours

The director of a drama theatre group in Craigieburn conducted a session with the group. Interviews were role played, and acting and drama exercises were undertaken, aiming to increase confidence and self-esteem. Participants were required to move out of their own 'comfort zone', with the aim of gaining a high level of confidence to tackle new situations.

Excursion to Ford Australia - 3.5 hours

A visit to this highly professional company aimed to demonstrate what to expect when communicating with a prospective employer. A representative from the Personnel Department at Ford showed the group through their facility, and spoke to them about what Ford look for in a successful applicant, common work practices, and changes that have taken place in the last decade in workplace behaviour and expectations.

Complete Makeover - 3.5 hours

With the aim of emphasising the importance of presentation skills, a local beautician and hairdresser worked with the group demonstrating grooming skills and techniques suitable for job interviews and the workplace in general. Each participant also had a complete makeover, including a hair colour consultation, wash and blowwave.

Course Content

Individual

Growth in levels of confidence within the whole group has been quite startling:

One has joined the drama club
One is looking for retail work
One sat exams to re-enter the bank workforce and is on the waiting list
One wants to be a postperson (she's a walkaholic)
One wants to do community work
One wants part-time work
Three were offered work

GROUP SUPPORT AND DEVELOPMENT

As individual confidence grew, so did the group cooperation. Participants, desperate to finish their resumes on time, gave each other a hand, working together out of session hours in their own homes.

WHERE TO FROM HERE

Many of the group are particularly keen to gain further computer skills, particularly layout and office procedures.

LESSONS LEARNT

Most sessions would have benefited from more time, particularly the drama and self-defence sessions, as these activities greatly increased the confidence and self-esteem of participants.

A problem was experienced with constant requests for the re-scheduling of dates and times, with the resulting realisation that all needs cannot be accommodated.

DURATION

8 weeks, Thursdays, afternoon and evening and Sunday evening, with additional workshops on other days as required. Daytime sessions were scheduled during school hours.

PARTICIPANTS

Twelve participants began the course, and eleven were able to complete the full program. The average age of the group was thirty-three years. Income levels ranged from to low to middle.

ADMINISTRATION AND RESOURCES

Provider:	Wallan & District Community Group Cnr. King & Wellington Sts Wallan 3756
Contacts:	Jill Brown - Coordinator
Funding Sources:	Goulburn Ovens Murray Regional Council of Adult, Community and Further Education
Cost to participants:	$40
Childcare:	The availability of childcare was essential and provided free of charge during all daytime sessions.

REFLECTING COMMUNITY

North Shepparton Community House

"NSCH is a one-stop-shop for community need - if we don't keep changing to meet the needs of the community, then I can't see how we can justify the funding we receive."

These words, spoken by Coordinator, Carmel Schroen, pretty well sum up the philosophy of this progressive community house.

Walk into the North Shepparton Community House (NSCH) and 'comfort' comes to mind. It's not the furniture, nor the decor, but there is a comfortable feeling - between the staff; the staff and tutors; and tutors and the people who come to the house to participate in its many activities and classes. North Shepparton Community House is alive and well, growing like Topsy (if compared to just three years ago), having taken over the house next door in late 1995. It has a sense of business, good work, and real adult education.

NSCH's growth reflects community need in a very positive way. Current coordinator, Carmel Schroen, and her fellow staff and committee members have made the community centre into a vital, responsive organisation. NSCH started life as a drop-in centre, where 'coffee' was the main offering, along with some craft classes. An awareness grew of the large numbers of unemployed, people who didn't know how to access government departments, and the need for personal development and confidence building. Craft is still seen as an important first step for many people in gaining access to support and opening up opportunities in other areas of health and education.

Carmel describes the centre as an 'open house', where people can get support through self-help groups, and where the House can act as a referral agency, and conduct adult education and personal development activities.

The House provides services in child care, adult education and health, and makes facilities available for community groups. One of the strong points of NSCH is the networking it undertakes, which enables the multi-purpose and multi-disciplinary nature of the house. If there is a need in the community, a way is found to meet it. The House's current move towards support for youth at risk will add a new dimension to this already complex organisation, where volunteers play a strong role of practical support.

The committee of management is one that is truly active. In 1996 they developed practical objectives for the house, and some members actively work in the house on a day-to-day basis. Carmel described the need to have local 'movers and shakers' - people with vision and commitment on the committee.

Two areas of NSCH activity will be highlighted. The Adult Literacy and Basic Education (ALBE) Cluster, offering centralised coordination and support for ALBE in four community houses, and a Certificate of General Education for Adults (CGEA) program conducted in the learning centre next door to the house.

PROVIDERS IN PARTNERSHIP

A cluster model for literacy support - North Shepparton Community House

In an attempt to revitalise and open up opportunities for people needing one-to-one assistance in basic reading, writing and maths skills, NSCH, in conjunction with Shepparton South Community House, Mooroopna Community Group, and Tatura Care and Share Community Group, employed a coordinator to work with the four community houses.

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Carmel Kelly, who not only coordinates the cluster, but provides professional support and training for tutors, was required to undertake a great deal of gound work in getting the programs up and running.

Early in 1996, Carmel launched into the daunting task of locating and contacting interested volunteer tutors remaining from previous programs, in the various community centres. Some had not had any contact for up to three years, some had disappeared, some were still working with students, entirely without support.

Time was needed to also build up the enthusiasm of the various centres, for the cooperative venture. The cluster now meets every six weeks, with additional support being provided by Project Development Worker, Michael Kreskas, who is funded by the Goulburn Ovens Murray Regional Council of Adult, Community and Further Education.

Enthusiasm for the program has grown, with not only one-to-one support for students, but also provision of small group classes in relevant subjects, such as Helping with Homework, Reason to Read, Steps along the Way, and Reading Manuals. Some participants have moved into CGEA classes.

The benefits of such a model are many. An efficient use of resources is enabled by the funding of one enthusiastic and appropriately skilled coordinator, working with the four locations covering the City of Greater Shepparton. Each centre has support in meeting the need for basic education skills in their own area. Advertising and promotional material can cover all areas concerned, although word of mouth still seems the most effective means of reaching people, and as Carmel Schroen put it, "if someone rings for help, we can place them wherever they live".

In 1996 coordination of 25 hours a week was funded by Goulburn Ovens Murray Regional Council of Adult, Community and Further Education. Coordination has been increased to 30 hours for 1997. 56 Olympic Avenue is their house.

CERTIFICATES OF GENERAL EDUCATION FOR ADULTS (CGEA)

North Shepparton Community House

The CGEA provides competency based credentials at two levels for adults. The higher level approximates generally with studies equivalent to years 10 and 11 in secondary education. However, these Certificates have been designed to accommodate adult learners with their wider experience and knowledge. There are no entry requirements for students wishing to undertake CGEA.

Teacher Carmel Kelly sees the CGEA as a means to provide socially, economically, emotionally and geographically disadvantaged persons with a worthwhile and productive course of study which will provide pathways for further study and/or for employment.

"The students in this CGEA class really do think of 56 Olympic Avenue as their house...to be able to provide CGEA through a community house is just life giving."

Having the CGEA in a Community House provides a place, especially for women, to come and build on the education they already have, and some have very limited education. Women often entering the house initially as a visitor, then become a student. After a time they bring their families and friends - the House is an extension of their whole lifestyle, and in some cases, provides a family.

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OUTCOMES FOR STUDENTS

The more obvious outcomes of improved reading, writing, numeracy and oracy represent only a part of the picture. Because the program has been running for the whole year, there is time to observe substantial change in participants. Rise in self-esteem is the most obvious, with greater confidence, ability to articulate feelings and ideas, listen to others' points of view, express opinions on public agendas, and capacity to participate in group discussion, are also major achievements.

THE CGEA CAN TAKE MANY PATHS

As a result of a growing awareness of issues, students also became politically aware, learning not only to express an opinion, but to become politically active as well. As part of the program, students participated in the campaign of the now elected Federal Member for Murray, Sharman Stone. Students visited Sharman's campaign headquarters, attended a public meeting, read leaflets and listened to her being interviewed in radio. When Sharman was elected, the students made a congratulatory phone call, and invited her to visit the House. She spoke to the group at the House and the students' interview with her was written up in their CGEA newsletter. A copy was sent to Sharman, who wrote back congratulating the group on the standard of the newsletter. A copy of the letter proudly hangs on the classroom wall, and copies are also in every student's resume.

"Political awareness is a powerful thing."

Now, when an incident occurs, such as a recent House robbery, or local community vandalism, the group inevitably suggests "ring Sharman". The group have also become active in writing to the local press, the ombudsman, and banking and tenant groups.

Another example of political activity occurred when members of the CGEA group were involved in organising and publicising a public meeting with the Ministry of Housing & Construction over the issue of installation of front fences.

Observation of the group buying take-away food, with it's high cost and low nutritional value, became the motivation to include a fortnightly cooking day as part of the program. Carmel's own love of cooking, and her desire to introduce a skill which would benefit the group in the long term, became the means of integrating elements of the CGEA into a meaningful activity.

"We are not coming to school to learn cooking."

The group invited friends, relations, and members of the community who just happened to be passing or visiting the House, to the lunches. Much discussion took place as students were required to design menus, take orders, calculate quantity of ingredients, calculate a per head cost to charge guests and present the meal well.

Confidence in cooking has also produced a surprising result. Students who traditionally would have only met friends in public places for meals, now more confidently share the hospitality of their own homes.

Four times a year, the CGEA students produce a Community House Newsletter. It contains stories, poetry, interviews, recipes, and general House news items. The students plan, design, produce, and distribute the newsletter, and advertising helps cover the cost of production. It provides the means by which students tell their personal stories and share their lives and feelings with others, and is used as an assessment task in CGEA moderation. The students are very conscious that they are producing something which demonstrates that they can write, spell and use

"Once the newsletter is printed and they have it in their hands, they are filled with pride - it becomes their aura."

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grammar, just like anyone else. Students also come into the House in their own time to work on the newsletter.

Students come from diverse backgrounds, often with personal problems, having experienced limited parenting themselves. Continual encouragement, building of confidence levels, warmth, touch, a listening ear, and a high level of trust in the teacher are very important factors in maintaining the group.

"They need the teacher, who becomes a really important person for them, to be more than a teacher, it's a nurturing, mothering type role."

Through encouragement and discussion, the group has learned to respect each other and become increasingly tolerant, recognising and appreciating the differences between each person. It is important that individuals within the group work through problems, rather than let them lie, particularly when they relate to the group and how it works together.

"I don't think anyone has ever told them before that it's important to be tolerant if you want people to be tolerant with you."

"The program itself is improving, people's ideas of how they can use it are also developing, we can be more flexible in pursuing personal interests. I'm really excited about the development in CGEA, especially in regards to oracy."

PROFILING THE STUDENTS

How

Students heard about the CGEA program mainly through word-of-mouth, from friends who had been involved in other activities within the House.

Why

Reasons for doing the course include: wanting to be an author, helping their own children when they go to school, catching up on what was missed at school, and desire to do other courses.

Personal outcomes

More confident with writing things down, able to have a better conversation, more confidence when meeting new people and when out in public, broadening of outlook, better understanding of other people, learning to share.

Future

Most of the group are considering continuing with the CGEA in 1997. Individual goals include: doing VCE, working with computers, gaining skills to get work, to be able to have a better conversation, to be able to read and write better, to be able to understand what is happening 'out there' better.

"Carmel's a great teacher, she's understanding and caring, she thinks about us."

A teacher who is approachable, that they can trust, and who can ride with the ups and downs of the group is very important.

Excursions

The group participates in excursions, usually twice a year. These add interest to the course as well as providing material for writing. Excursion organisation can also form part of the course structure and assessment for individual students.

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Level of education

Most completed year 8 or year 9.

ADMINISTRATION AND RESOURCES

Provider:	North Shepparton Community House PO Box 2050 Shepparton 3630
Contacts:	Carmel Schroen - Coordinator Carmel Kelly - CGEA Tutor and Coordinator, Greater Shepparton ALBE Cluster
Course Length:	40 weeks 10 hours per week class time
Funding Source:	Goulburn Ovens Murray Regional Council of Adult, Community and Further Education
Cost to participants:	Most students qualify for fee exemption. However, students have fund raised and made a donation to the CGEA program.
Childcare:	Available at the House at a cost of $1 per session.

Music Theory - The Centre for Continuing Education, Wangaratta

"The most significant good practice element is that it definitely meets a need."

A partnership with clear benefits to both parties has developed between The Centre, Wangaratta, and Goulburn Ovens Institute of TAFE, Wangaratta. In 1994, the Creative Arts Departments at the Institute made a specific request to The Centre to provide a short course to prepare students in Music Theory for their Advanced Certificate in Music Performance - Jazz and Popular, due to commence in 1995. Students are required to have the equivalent of Australian Music Examinations Board Grade 3 standard in Music Theory, as a prerequisite for entry.

In both 1994 and 1995, an intensive 30 hour program over two weeks was held in January/February prior to the commencement of the TAFE course. In 1996, it was felt that it would be more beneficial to students to offer the course over a twenty week period, for two hours per week from mid year, in addition to an intensive January program for new students. The January program could also act as a refresher for previous students. In 1997, the intensive thirty hour January program will be followed up with a ten hour program over five weeks, to provide additional support after the TAFE course has commenced.

The course uses a self-instruction manual on Practical Theory recommended by the Institute, and sessions are conducted at the Institute where students can become familiar with the environment in which they will study full time, meet other music students, and have access to the Institute's keyboard facility.

In addition to gaining the required level of Music Theory competence, students also benefit from the introduction back into the classroom, and getting used to the discipline of study, prior to taking up the full-time course.

If places are available, participation in the course is not limited to those wishing to enter the Institute course. Courses have included people who want to improve their music theory, whether for singing or instrumental work. Participation in the course has also enabled some tentative potential TAFE students to firm up their intentions with regard to auditioning for the Advanced Certificate. Tutors are selected in consultation with music staff at Goulburn Ovens Institute of TAFE.

Comment from TAFE staff indicates that those students who complete the short course do not struggle with the theory component of the Advanced Certificate. Students have also reported on how they have reaped the benefit of the bridging program.

"TAFE sees great benefit in the arrangement and it fits beautifully into ACFE's General Preparatory category."

A range of promotion attracts students to the course along with referrals from the Institute. The Centre is given a list of all students auditioning for the following year's course. They are a mix both male and female, with ages ranging from eighteen to fifty. There is a range of other promotion which takes place.

As a result of this very creative partnership with the Institute, bridging programs for the other creative arts programs conducted at the Institute are being developed. Post-Institute courses eg. business programs for people who have undertaken arts courses, are also a possibility.

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ADMINISTRATION AND RESOURCES

Provider:	The Centre Chisholm Street Wangaratta 3677
Contacts:	Margaret Brickhill - Coordinator
Course Length:	40 weeks 10 hours per week class time
Funding Source:	Goulburn Ovens Murray Regional Council of Adult, Community and Further Education
Cost to participants:	40 hour course - $40 (including manual)

WHEN GOING BACK TO SCHOOL IS NOT GOING BACK TO SCHOOL

Victorian Certificate of Education - English, The Centre for Continuing Education, Wangaratta

The value of offering VCE subjects in adult education centres is sometimes questioned. However, talking to those involved in coordinating, teaching and learning in The Centre's VCE English classes clearly demonstrates the large range of positive outcomes in personal development, further education and employment skills gained for adults who undertake such studies. In a cooperative arrangement with the Wangaratta Secondary College, The Centre offers Year 11 (Units 1 & 2) and Year 12 (Units 3 & 4) VCE English.

THE COORDINATOR'S PERSPECTIVE - MARGARET BRICKHILL

Student Contact

"It's very much a role of support and encouragement."

A good deal of coordination time is spent with the students providing in formation, advice, support and encouragement. Initially, up to an hour or so of individual discussion takes place when prospective students are wondering whether VCE English is right for them. Sometimes assessment is arranged, particularly for early school leavers, with some students deciding to undertake CGEA as a preparation for Year 11.

At the end of the year, a three hour session is held as a celebration for those finishing their VCE English studies, and as an introduction for prospective students. Those considering undertaking VCE English can talk to people like themselves, of similar age and background, and receive lots of encouragement to try VCE English.

Regular contact with the tutor, at least monthly, takes place. Support is provided dealing with student issues, assessment issues, or when resources are required. All planning takes place jointly with the tutor.

TUTOR QUALITIES

Margaret believes that it's not just the teaching of reading, writing, speaking, listening and thinking that's important in VCE English. When working with adults, the tutor needs to understand the myriad of reasons why people would want to come back and do a VCE subject, very often after a long period away from school. Tutors need to have sensitivity to student's backgrounds and what they bring, including their lack of security and confidence.

"It's very important to have someone who understands the multiplicity of reasons why people want to do VCE English. The key ingredient that makes it work is an inspiring and supportive teacher. Both I and the students very much appreciate her willingness to put in lots and lots of time, effort and contact."

THE VALUE OF VCE ENGLISH

Many years of evaluation and contact with VCE students and tutors allows Margaret to make some informed judgements about the value of studying VCE English.

The gaining of confidence is a primary outcome. Students are able to test

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themselves in an educational environment, realise that they have ideas and can express them. With the knowledge of that competence, many things become possible. Students learn to critically test both their own and community attitudes, analyse issues and articulate ideas. Margaret also believes that one of the important outcomes not often recognised is the development of skills for work. Students become secure and confident to express an opinion, listen to other people, and communicate and work effectively within a group.

"They enjoy it so much, they learn so much, they want to do more.

THE TUTOR'S PERSPECTIVE - JENNY MCGREGOR

"VCE is recognised within the community - it has credibility."

Many students, particularly Year 11, come with very little confidence, from educational experiences that haven't always been happy ones, from an educational system very different to what VCE tends to encourage, and sometimes with bruised personal histories. The particular challenge as a tutor is to help students overcome a lack of confidence, both personally and within a group. Students have to come to terms with a different approach to education, new language, and an understanding of the criteria of the study framework. A balance has to be achieved between making sure that the students meet the work requirements of the study design and their need to do it at a pace they can feel confident with, and achieve at, without being overwhelmed.

STUDENT OUTCOMES

"I see the difference it makes to their lives...there are a lot of transferable skills that students learn in VCE English that are applicable to further study, to the workforce, and to personal development."

Jenny believes that the VCE study design is highly suitable for adults. Year 11 in particular provides a study design with a great deal of flexibility. Students are able to follow personal interests and demonstrate skills to the rest of the group, thus gaining confidence. VCE English gives credit to all sorts of different skills, such as organising, writing, oral skills and discussion, not just whether a student can write a perfect essay. Most importantly, they develop thinking skills, the ability to analyse issues and articulate ideas. Students learn to work and communicate effectively within a group.

"It's really exciting to see the development from when they start, scratching around, writing a few sentences, to being able to fully write out something they want to say, or gaining the courage to bring out their personality in public."

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THE STUDENT'S PERSPECTIVE - STUDENTS FROM THE CENTRE'S YEAR 11 & 12 VCE ENGLISH CLASSES

"When I started, I felt like I was in another country and didn't know the language."

How students found out about the course

The Centre magazine
At The Centre while doing other courses
From a friend who'd already done VCE English at The Centre
From a boyfriend
A visit to The Centre as part of a Future Options course at TAFE
On the radio
Read about it in the local paper
A Secondary College referral to The Centre

Getting back to study

"I hadn't been out of school that long, and I didn't realise that learning was as exciting as this. High school is High School and adult learning is just much more exciting."

"I used to believe everything I read."

"My family have had to come to terms with my study. I think I deserve to have a bit of a life of my own after 43 years. It's been difficult. My daughter says 'Mum you've always been there, why weren't you home when I came around to talk to you'. My husband resents me coming to school, and yet, if he's out talking to people, I hear him say 'Oh, you would be surprised at what she's achieved'."

Value - outcomes

"It does make you feel good about yourself and gives you confidence. As far as communicating with other people, I think it gives you much greater confidence. You can talk about something that's happening on the news. It extends your level of thinking and understanding."

"I've now got things to talk about other than changing nappies."

"I can communicate better with my partner."

"Some people say 'Why are you doing that?'...they can't understand that bettering your education is something you value. You have to justify where it's taking you. You can't just do it because it's something you feel you want to do for yourself."

"I want to have a career. My husband and I are reversing roles. I'm going to join the Navy and he'll look after the children. He also wants to return to study."

"Last week, during the communication project, everyone discovered I could talk. My confidence has gone up, both with my partner and when I'm out in public.'

"Three of my daughters have gone back to school now and are doing courses. We have discussions on the phone for hours and ho[illegible]s about school."

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"I've changed in every possible way which has helped the four of us (family) become individual people."

The group

"The group is very supportive. Slowly I'm getting better and stronger. It's good because they don't question anything. Nobody put's you down, you are encouraged."

"You're not judged. You are just accepted, and you get wider opinions. You seem to look around the whole circle, not just the one row."

"What everyone has to say is important to all of us. We don't just dismiss what somebody says, although we might sit here and argue until our teeth fall out."

Where to now?

Year 12 English
Real Estate
Write a book
The Navy
Child care
Welfare - working with people with disabilities
Find a job and continue on to Year 12
TAFE drawing and art

Although The Centre is registered as a provider with the Board of Studies, administration is actually through Wangaratta Secondary College. Collaboration with the College works well with a two-way flow of information to meet the administrative requirements of the VASS system for the Board of Studies.

ADMINISTRATION AND RESOURCES

Provider:	The Centre Chisholm Street Wangaratta 3677
Contact:	Margaret Brickhill - VCE Coordinator
Course Length:	40 weeks 10 hours per week class time
Funding Source:	Goulburn Ovens Murray Regional Council of Adult, Community and Further Education
Cost to participants:	Units 3 & 4 - $90, $60 concession, $30 recipients of Austudy - per unit Units 1 & 2 - $75, $50 concession, $25 recipients of Austudy - per unit

"THEY HAVE A PLACE IN THE WORKFORCE"

Workskills for people with disabilities - "Horizons", Myrtleford

Myrtleford is a small service town, with a district population of only 4,300. Local industries include tobacco, hops, timber and grapes. The nearest larger providers are in Wangaratta which is approximately 40 kilometres away, making access to opportunities in adult education an important consideration for Horizons.

Horizons, the adult education centre, operates out of a bookshop in Clyde Street, where the coordinator, Margaret Collette, manages to combine her bookshop interests, with the activities of the centre. A major benefit for Horizons, is that access to Horizons is available during business hours, and the centre now has a shopfront venue with greater exposure, creating a higher profile, and more opportunity for passing drop-in custom.

When Margaret Collette came to the position of Coordinator a little over a year ago, she asked where the courses were for people with disabilities. Margaret had good reason for asking this question. Her sister has an acquired brain injury, and prior to taking up the position at Horizons, Margaret had worked for three years in the disabilities field. Following an encouraging visit from ACFE Regional staff, Margaret proceeded to put together a course aimed at providing workskills for people with disabilities and applied for her first ACFE funded program.

"My philosophy is that adult education is for ALL of the community."

Margaret discussed the idea of combining pottery with job seeking skills with a family member in the pottery business, and got the encouragement and advice she needed.

The idea needed to be sold to the Committee of Management, as people with disabilities were a new clientele, but a level of determination saw the program develop, and cooperation from the Hume Employment Service provided ready participants.

"Workskills can be so dry. People can gain skills in another way, gaining confidence and team skills through taking part in some other interest."

Nine people, aged between 18 and 20, with a range of physical and intellectual disabilities, commenced a ten week program in June 1996. Two sessions of three hours were conducted each week, one session of pottery and one covering specific job search and workskills.

The aim of the course was to provide participants with workskills, including confidence building, articulation of needs, interview skills, resume development, understanding of the culture of the workforce, and job search skills.

Although the class was structured, it was conducted in a relaxed atmosphere, around an interesting and stimulating craft, incorporating, almost by stealth, a range of job search and workskills.

"Participants need to understand that they have a place in the workforce, and that they can actively and legitimately pursue work."

POTTERY PROVES AN EXCELLENT MEDIUM

Pottery, working in a class, hands on, touching, asking questions, problem solving, working out weights, designing and planning, served the purpose of developing verbal, literacy and numeracy skills, along with other, less discernible skills, equally important in the development of capacities to work with other people.

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OUTCOMES

"We have received very positive feedback from employers and parents of participants advising of increased confidence, self-esteem, and independence."

Apart from enjoying the course and participating regularly, one participant has moved on to TAFE course, one into another training course, and two have gained employment. (Statistics provided by Hume Employment Service.)

THE FUTURE

In 1997, Horizons will be conducting another program, of greater length, in workskills for people with disabilities.

ADMINISTRATION AND RESOURCES

Provider: Horizons Myrtleford Learning Centre
PO Box 560
Myrtleford 3737

Contact: Margaret Collette - Coordinator

Course Length: 40 weeks
10 hours per week class time

Funding Source: Goulburn Ovens Murray Regional Council of Adult, Community and Further Education

Cost to participants: $5.00

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WORKING WITH COMMUNITY AND OTHER PROVIDERS

Community Education Centre - Corryong

Drive for an hour and a half east of Albury, through some of the most beautiful country in Victoria, and you arrive at the far reaches of the Goulburn Ovens Murray Region. Nestled at the gateway to the Snowy Mountains, this small town with an area population of around 3000, has a primary base in farming. The community has an ageing population with declining numbers, having recently lost many of its Government agencies.

However, the Community Education Centre (CEC), based in Hansen Street, is a growing concern. Coordinator Bob Currie proudly states that in 1995, student contact hours delivered by the CEC translated into eleven hours of adult education for every man, woman and child in the area. Given the number of successfully conducted computer programs, Corryong residents must be the most computer literate community in the nation.

COMMUNITY LINKS

The CEC's plans for the future are strong, and its links into the community diverse. It is a member of the local tourism association, tourism being a growth industry in the area, with many high country adventure activities based there. It has membership on the committee of the Connection Access Service, a telecentre which provides access to the Internet at local call cost. It is actively involved in the local branch of the Victorian Farmers Federation. In addition sport is of prime importance in this community, the CEC runs canoe polo, mixed netball and indoor soccer. It's obvious that community involvement, at a range of levels, serves to both promote the public profile of the centre, as well as providing the necessary community contact which assists in the assessment of community needs, and thus the provision of adult education appropriate to that community.

The CEC is also working towards integrated provision with the Corryong Neighbourhood Centre, consulting on provision and cooperative programming. The CEC provides accredited training modules cooperatively with the Wodonga Institute of TAFE and has strong links with the Corryong Secondary College and the Wodonga Institute of TAFE, following the establishment by the Institute of a Vocational Training Centre in the grounds of the Secondary College.

VOCATIONAL TRAINING CENTRE (VTC)

The idea for the development of the VTC grew out of connections between Wodonga Institute of TAFE and the community education and school sectors. The Institute conducted the first accredited program, a Welding Certificate, in the Secondary College in 1987, a forerunner to the development of the VTC. Thus, a partnership developed. The VTC opened in 1994, offering a range of accredited programs. The VTC also enabled the Secondary College to open up dual recognition classes at the college, that is, offer VCE, as well as various TAFE components as part of the VCE offering.

The two classrooms, one fitted with 16 computers, are greatly in demand, with usage by the Institute, the CEC, other paying clients, and the secondary college. The VTC also has a voice point, as well as TV/Video facilities, offering opportunities for flexible delivery of programs, with the possibility of video conferencing facilities being installed soon, adding further potential.

The CEC acts as an administrative service provider and handles all the

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administrative matters relating to the VTC. The VTC has provided a whole new scope for activities undertaken by the CEC, with the use of a well equipped, modern and professional facility.

It is clear that for ventures of this kind to succeed and develop, there needs to be a high level of cooperation and joint planning.

PATHWAYS

"It's obvious that we can't provide all the courses that people want...we can often provide the links for people to start a course, or provide a course that gets people going down the path to the TAFE course."

The CEC acts as a 'listening post' for the Institute, providing bridging programs or referring potential students to the VTC.

ADMINISTRATION

Provider: Corryong CEC
Hansen Street
Corryong 3707

Contact: Bob Currie - Coordinator

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"I'M DOING A PROGRAM RESEARCHING LOCAL HISTORY"

The Certificates of General Education for Adults (CGEA) - Corryong Community Education Centre

COMBINING CGEA WITH LOCAL HISTORY

At the Continuing Education Centre in Corryong, a program combining local history within the curriculum of the Certificates of General Education for Adults, has proved to be an exciting and successful approach. Local history provided a practical medium through which participants could learn about, and participate in, their own community, whilst improving their literacy skills.

A group of eight women undertook a 26 week program, with the first eight weeks focusing on personal history, covering childhood memories and their own family history. They then expanded out into local history. The Historical Society in Corryong already had a document produced by secondary school students in 1957, which covered the history of the shops in the town. The group decided to update the information on the shops' ownership and history, interviewing local shop owners, and conducted a range of research. One member branched off, looking at the family history of one shop owner who was involved in several businesses in town. Another participant, through talking to a local who had started collecting local history, pursued that interest as part of the program.

"it's important to have a focus to get people involved. it gives a reason to talk to families and neighbours, and get to know people in the district."

Being newer arrivals to the area, the participants were particularly interested in broadening their research, and talking to longer term residents about their histories and the history of the area. Aspects of local history are particularly interesting as Corryong has been, until quite recently, quite isolated. Connection of the town to the main statewide electricity grid did not happen until the 1960s, with outlying farms being connected as late as the 1980's. Therefore, the lifestyle of many people still living in the area has changed quite dramatically within their lifetimes.

"you're not a local till you've been here nearly eighty years."

FULFILLING THE REQUIREMENTS OF THE CGEA

As the group was doing reading, writing and oracy, the local history focus was ideal. Researching the local newspaper at the museum in addition to several books written about the district have been used for Reading for Knowledge. Reading for Public Debate took on a focus of local government amalgamation. Members of the group have had to report back on their research, covering Oracy for Knowledge. One student researched old family recipes, prepared the food, providing delicious food for the group, telling them about the family recipe and how it was prepared.

THE STUDENTS

The group consisted of women of varying ages from the district. One student had only completed Year 8 at school, and for her, the gaining of the certificate is very important. Others have participated with the aim of increasing their literacy, the certificate being of less importance. Another student came specifically to gain skills to write essays in another study course.

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Outcomes

Apart from skills in literacy and numeracy, outcomes have been many, e.g. members have gained confidence through their research to become more involved in their local community.

Future Programs

A number of the group are interested in continuing their CGEA studies, in an extension of the local history theme. They will concentrate on oral histories, visiting local nursing homes and the day care centre. The CEC hopes to integrate the CGEA program with other programs conducted at the centre, such as computer courses, to produce a written account of the recorded histories for use in the local library and museum, creating a real benefit for the local community.

Corryong's long connection with the Snowy Mountain Scheme, on which many local residents have worked, may also be used as a focus for further program development.

Administration and Resources

Provider: Corryong CEC
Hansen Street
Corryong 3707

Contact: Margaret Brown - Literacy Coordinator

Funding Source: Goulburn Ovens Murray Regional Council of Adult, Community and Further Education

Cost to participants: $1 per student contact hour

PARENTS ARE PARTNERS IN LITERACY

Intergenerational Family Literacy Program - Euroa Community Education Centre / Goulburn Ovens Institute of TAFE

'How parents think and feel about performing literacy tasks influences their confidence as parents. It affects their confidence to join parent education, training and participation in programs. It affects their access to information relevant to their children's development and well being. It affects their confidence to work with their children on literacy tasks.'

A successful example of a family literacy program was conducted in Euroa in 1996, in a consortium arrangement between the Euroa Community Education Centre (ECEC) and the Benalla Campus of Goulburn Ovens Institute of TAFE. Although this approach has been used in both the USA and Great Britain with very successful results, it is the local 'touch' which is critical to the success of such a project.

WHAT IS INTERGENERATIONAL LITERACY

Intergenerational Family Literacy is a term used to describe how literacy practices of one generation, whether adult or child, influence the development of the literacy practices of another generation. In this context, literacy includes the language and interpersonal skills involved in the transferal across generations.

Parents and their child are brought together to participate in the program in a cooperative venture in their local school. An important aim is to create good parent/child communication which can be reproduced in the home.

By meeting parents' needs for literacy, projects which provide adult literacy education are also likely to benefit their children through an enriched family environment; parents have the dual motive of learning for themselves and for their children. A parent's increased confidence leads them into a more active role in their child's education.

PROGRAM DEVELOPMENT

The program concept was adopted and adapted for Euroa by Sheryl Sinclair, Coordinator, Communication and Community Education at Goulburn Ovens Institute TAFE in Benalla. Discussions were initiated by Sheryl with the ECEC, with a view to jointly conducting the program in Euroa. Together, Sheryl and David Nichols from the ECEC, visited all primary schools in Euroa. The Catholic Primary School, St John's embraced the idea, under the leadership of school Principal, Sister Marie, who enlisted the enthusiasm of teachers. Staff recommended parents who could benefit, and Sr Marie cleverly involved parents with the notion of "your child will perform better at school" - a magic catalyst for any parent. The important local contact was maintained by the ECEC with regular contact with the school and parent drop-in at the centre.

SELECTION OF PARTICIPANTS

Following a staff meeting, classroom teachers approached parents who could benefit from participating in such a program, and the school was clearly excited by a program which also produced a tangible benefit to the entire school community.

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Many of the parents who participated in the program did not traditionally involve themselves in school activities, having experienced little success with their own schooling, but could appreciate the benefits to their children. It was also explained that those participating would be creating, through art work, a lasting benefit for the whole school community. Such was the interest, that a waiting list of interested parents developed, should a family withdraw from the project.

THE POLES - VISIBLE EVIDENCE

Much planning and discussion with teachers, parents and children involved in the program, resulted in the concept of a series of decorated poles, which would be installed on the nature strip by the school crossing at the front of the school.

St John's Primary school has, for more than 100 years, had nuns involved at the school and some families participating were the third or fourth generation to attend the school. It followed naturally that the first painted poles should represent the 'important' people in the school, so representations of the nuns, the monsignor, the bishop and a school crossing guard, became the subject of the first pole production. These larger than life representations were also decorated with depictions of children from the school.

Another series of poles were created, depicting farm animals, to stand in the school grounds.

The parents and children involved developed these figures from discussions, writing and drawing together. Prep, grade one and grade two children mastered the concept of depicting figures in the round using full-gloss paint.

THE BOOK

Written and illustrated by Goulburn Ovens Institute of TAFE coordinator Sheryl Sinclair, a book titled 'Sergeant Milligan and the Mobalong Mystery' captured the spirit of the program, to serve as a tangible record, written in plain English, of the program and the production of the poles. The book, written for beginning readers, is a resource to be used in the school, as a fund raiser, and as recognition of the work of the parents and children who participated.

CONTENT AND METHODOLOGY

The program was based primarily on a notion of modelling effective literacy practices and behaviours which encourages interaction between parents and their children, based on cooperation. The program of 20 weeks consisted of 2 x 2 hour sessions per week, one for parents, and one for children and parents together. The program concentrated on the oracy stream of CGEA, at appropriate individual levels.

Group discussion and planning took place in the morning with parents. Tentative talkers were encouraged to participate, gaining confidence as the program proceeded.

Topics for group discussion included:
- identifying common concerns
- literacy demands made of parents within specific contexts eg. information received from school

- changes in family relationships which might result from changed literacy skills and practices
- different types of texts
- different strategies appropriate for reading different texts and for different purposes
- different ways of reading stories to children
- responding to errors in children's reading
- techniques for listening and taking notes
- ways of helping children with homework
- family circumstances eg. gaining or losing a family member or a job
- using a computer to help with reading and writing

Afternoon sessions with the children aimed to increase the level of communication between parent and child by placing them in a situation of having to work cooperatively in a hands-on way, whether in the design, planning or production phases of the pole art work, or on the computer together writing about their activity.

Two of the parents participating, opted to take advantage of a separate 1:1 volunteer literacy program conducted by the ECEC, as an additional source of literacy support and development.

Negotiation and renegotiation occurred throughout the evolution of the program, between both the tutors and parents, and parents and children. Problem solving, such as how to design for a cylindrical surface, where to place the poles, where to store them, how to install them, how to prevent disastrous messes, created no shortage of material to work with.

All of the parents and children involved began to attend the school in their own time to work on the project and became project ambassadors, spreading the good word about what they were involved in, within their local community.

Additional contact occurred directly between Goulburn Ovens Institute of TAFE staff and the families involved when stories created on the computers were posted to the families. Children also received regular letters about the progress of the program, with individual touches regarding incidents or comments made by them. This correspondence served to keep the enthusiasm bubbling, as well as a reminder of homework needing to be done.

ASSESSMENT

Tutors kept journals on the progress of parents and children. Parent's comments were noted, along with those of classroom teachers.

CERTIFICATION

Parents - CGEA Certificates at individual levels
Children - Certificate of Participation

OUTCOMES

The school community:

The immersion of parents and children in oracy and interaction, on a shared project for the school, has produced a tangible outcome for the whole school community, in the form of pride in the artwork produced by participants. The school gained an increasing positive profile within the community, increased involvement of parents, and improved skills of students. Parents were drawn into class reading programs, helped out in school canteens, and became parent helpers on various school projects. The project was highlighted in newspaper

articles, district school news and in Reading Recovery notes.

Parents:

Gained confidence to participate in the school community and activities, were acknowledged within the school community, gained literacy skills, skills in communicating with their children and assisting with school work, along with a positive approach to learning.

Classroom teachers:

The presence of parents at the school gave teachers the opportunity to advise them of their children's progress and to give advice on assisting the children with work at home.

Children:

Can now more easily work within groups and stand up in front of their peers and talk with confidence. The children are in a unique position within the school community, having participated in the production of art work which is visible to the passing public, as well as the school community, thus creating pride in achievement.

Evaluation:

Participants were encouraged to comment verbally and in writing on what they were doing and to suggest ways the program could be improved.

Participants:

Reasons for participating: to help their children achieve better results at school.

Gender:

10 female and two male parents along with a mix of children from the school.

Pathways:

A number of parents have moved into parent education programs offered at the school, and some into adult education courses at the ECEC.

ADMINISTRATION AND RESOURCES

Provider:	Euroa Community Education Centre Binney Street Euroa 3666
Contact:	David Nichols, Executive Officer
Funding Source:	Goulburn Ovens Institute of TAFE, Benalla Campus - Kilfeera Road, Benalla 3672
Contact:	Sheryl Sinclair, Coordinator, Communication and Community Education (Multi-field education)
Cost to participants:	$1 per student contact hour

Funding Source: Goulburn Ovens Murray Regional Council of Adult Community and Further Education

Cost to student: Fee exemption

Staffing: 2 contract staff. 2 sessional staff. (One present at any time.)

Equipment and facilities: Classroom at ECEC, transportable Laptop computers (Goulburn Ovens Institute of TAFE.)

CONSTRAINTS AND LESSONS LEARNT

Funding limitations required that equipment and materials were returned to Benalla after each session, as they were being used for another Intergenerational Literacy Program in Yarrawonga. The budget did not cover preparation, liaison and travel costs adequately.

Funding guidelines are structured to cover adult education only. This program deals with families and requires the participation of children, therefore, funding is further strained due to the inclusion of numbers of children.

LANGUAGE AND LITERACY - AN INTEGRATED APPROACH

Albury/Wodonga Continuing Education Centre

The language and literacy team at the Continuing Education Centre in Wodonga, led by Team Leader Linda White, demonstrates a well rounded, planned and integrated approach to language and literacy development.

The Unit was established in 1993 around a common clientele in terms of ESL and literacy/numeracy needs, both in and out of the workplace.

"We've got excellent staff in language and literacy. There's a pride and an integrity as well. The good will of the staff and tutors is extraordinary, they believe so much in what they are doing. I just have such huge admiration for these people."

The unit offers workplace programs for both industry and small business, second chance reading, writing and numeracy programs at a range of levels, special intervention programs, Certificates of General Education for Adults, and an extensive range of English as a Second Language Programs.

The development of Individual Learning Centres, designed around self-access materials, with support of a qualified tutor, has proved most successful.

In 1996 courses were conducted at the CEC, Glenecho Neighbourhood Centre, Willow Park Neighbourhood House, community education centres at Tallangatta, Yackandandah and Chiltern, and the libraries in Albury, Lavington andWodonga.

FUTURE DEVELOPMENT FOR THE LANGUAGE AND LITERACY UNIT

The Unit is moving towards working more closely with the farming community, including the use of computerised farming accounting packages with literacy/numeracy assistance. There are also plans to increase links with Vocational Education and Training (VET) programs. In 1996 the Unit devised curriculum to address the needs for literacy and numeracy within DEETYA funded LEAP programs. The Unit has also integrated CGEA with VET, with the development of curriculum for a CGEA/Childcare Preparation program, CGEA/Office Skills and CGEA/Automotive Pathways, thus providing bridging programs to specific TAFE courses.

CONSTRAINTS

The greatest constraint is the time required to research and develop curricula. As the Unit increasingly examines pathways for students, and identifies gaps, development time is essential for course and curriculum development. Current funding does not adequately reflect this need.

GOOD PRACTICE ELEMENTS

Flexible entry and exit, individual programs, goal setting, range of modes of delivery and materials, use of trained volunteers, use of qualified tutors, staff training and development, small groups, initial assessments, in-house certificates of achievement, range of venues and areas, evaluation, conflict resolution procedures, coordination backup, and inclusion of processes for improvement.

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ADMINISTRATION AND RESOURCES

Provider: Albury/Wodonga Continuing Education Centre
63 High Street
Wodonga 3690

Contact: Linda White
Team Leader, Language and Literacy Unit

"YOU CAN'T TAKE STUFF OFF THE SHELF"

Workplace training - BTR Engineering, Wodonga - Albury/Wodonga Continuing Education Centre

"We (the CEC) don't agree with workplaces who want to just pluck out people and say this person needs fixing up.

BTR Engineering is an engineering manufacturing company which makes manual and automatic transmissions for both the local market and a large export market. Part of a large multi-national corporation, the company employs approximately 800 people and is expanding.

CEC staff member Nancy O'Toole was coordinating a small business project, targeting automotive industries, when she first came into contact with BTR.

The relationship with BTR expanded from there, with the setting up of a tripartite planning group consisting of representatives of the employers, employees and the CEC as provider. This group acted in an advisory capacity to oversee the development and implementation of a workplace program at BTR. The first meeting of this group took place late in 1994 and it has continued to meet throughout the project.

MAKING CONTACT WITH EMPLOYEES

The aim was to speak to everyone at the plant, from the General Manager down, so that there was a clear understanding at all levels of what a workplace program was about. Employees received a flyer in their pay slip and groups of 20 came to information sessions.

The groups focused on the changes that had occurred in the workplace in the time employees had worked there, what that meant for them personally in the sort of tasks they were undertaking, and the kinds of skills they had had to learn since they commenced. Employees filled in a simple tick form indicating areas of interest for training.

RECOMMENDATIONS FOR TRAINING

A detailed report was prepared on the changes in this workplace and the skills now required. It was made up of the responses of management and employees, indicating that the workplace changes were massive, and all happening simultaneously. These included a new owner, new policies, a company restructure, moving from an autocratic company structure to a democratic model of work teams responsible for planning, problem solving, negotiation, maintenance and quality issues. A further change was a move to an international quality assurance standard, which meant that employees became responsible for their own measurements, interpretation of graphs, plotting of charts and filling in of documentation.

In addition to the changes being made, BTR was at the time negotiating an enterprise agreement with the union. Part of enterprise agreements in many industries is to give employees the opportunity to undertake an industry certificate. In this case, it is the Vehicle Industry Certificate, and employees participating in training during 1996 have been undertaking modules of this certificate.

155 people volunteered to take part in the training program, and participated in a confidential interview during work time. Following the interviews, a report was given to management detailing the percentage of people wanting numeracy,

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literacy, language, verbal communication skills, computer literacy and an outline of the range of courses needed to cover these.

Customised content

All of the training is customised to the specific needs of the workplace and the participants. Programs in mathematics, literacy, English as a Second Language, verbal communication skills, computer literacy and keyboarding skills have been conducted. Some ESL participants are undertaking the Certificate of Written and Spoken English. Even when doing modules from the Vehicle Industry Certificate, such as Communication Skills, the training still has to be customised to the particular workplace.

"You can't take stuff off the shelf. That's the challenge and teachers will tell you, once you've worked in the workplace, you are able to take on anything."

Discussions also took place with the BTR Training Department as to how the CEC would integrate what they were doing with training in-house, with the Industry Certificate.

"Being a business, they wanted us to prove our product before they bought it."

The CEC commenced training in mid 1995 with a maths and a literacy class of 60 hours duration, three hours per week, half in and half out of work time. BTR was encouraged by the results, and a successful application was then made to DEETYA for Workplace English Language & Literacy (WELL) funding for a twelve month program. Groups of ten to twelve proceeded to undertake training in the areas of ESL, literacy, mathematics, and verbal communications. Much of the training can be directly related to the workplace, eg. understanding concepts within modules such as Occupation Health and Safety, and Workplace Communications.

Funding body requirements

Under WELL requirements, the program must include language, literacy and numeracy integrated with industry needs, with industry credentials, and it must lead to a career path and quantitative outcomes that can be measured. Reporting is also substantial, with quarterly written reports, a quarterly financial statement of accountability, and an extensive end of year report. There is an expectation that by the end of the program, on-site trainers will be integrating language, literacy and numeracy into all their in-house training, and that the documentation in the workplace will be in plain English.

Outcomes

Cultural gains

Although a challenge for tutors, a mix of cultures in classes has benefited individuals and the organisation, with those of English speaking background gaining an understanding of the problems faced by non-English speaking background employees, both in language and cultural discrimination. Those of non-English speaking background were able to increase understanding of the Australian idiom ie 'factory English', a shorthand use of language that develops in any industry.

Industry gains

There has been an increase in productivity, more people have come forward to participate on in-house committees and work teams, and people

are going on to TAFE courses, particularly adult apprenticeships. Employees are saying that they can now use the measuring instruments, interpret graphs and charts, fill in forms, read method sheets, and communicate more effectively.

Additional Training

BTR has separately funded a program, targeting women, in skills to build their confidence and assertiveness, with the aim that they will seek further training and take part in in-house committees. Some women have moved from this program into a mathematics class to build the skills to undertake an adult apprenticeship with TAFE.

Assessment

Assessment is a mix of tutor assessment and student self-assessment. Ongoing discussions continue with TAFE regarding recognition of prior learning (RPL).

Certification

Participants are given an attainment certificate, spelling out the elements of the modules they've done, which can be matched to the industry certificate syllabus when RPL occurs.

Evaluation

Evaluation occurs on an ongoing basis with the tripartite planning group. Both students and tutors report on what they are doing, including difficulties encountered.

Lessons Learnt

"It's a slow process of gaining credibility and gaining the respect of the on-site trainers, given that we are not a TAFE. They are not sure what we have to offer."

Even though it's no longer a requirement of funding bodies, the setting up of a tripartite planning group is essential. It is very important that key players understand the program and are involved in its planning from the beginning. Its important that everyone in the workplace knows what is on offer and has a chance to volunteer. It is necessary to know the language of the company eg. management in the engineering business respond to information presented in graphs and charts. Courses are developed at different levels of ability, but are not labelled as such. Workshop sessions with in-house trainers have been invaluable in planning and providing integrated training and supporting each other's roles.

Tutor Qualities

"Tutors must have a willing ear to listen to employees so that they don't come over as part of the management. As well as empathy, they need huge flexibility to be able to work without a prescribed program, with a capacity to develop and customise curricula as the program proceeds."

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PARTICIPANTS

Both men and women with ages varying from school leavers to sixty years, take part. They are from a range of different jobs on the factory floor, as well as from administration. Fifteen percent are from a non-English speaking background, and there are a number of people with disabilities, as BTR has an active disability employment program.

THE FUTURE

100 additional workers have come forward requesting training. Word of mouth on the factory floor about the outcomes of the training has been very effective. Further WELL funding has been applied for to continue with the training. BTR has been so impressed with the outcomes achieved that they are negotiating additional programs other than the WELL funding training.

ADMINISTRATION AND RESOURCES

Contact: Nancy O'Toole
Workplace Coordinator
Albury/Wodonga Continuing Education Centre

Funding Source: Workplace English Language and Literacy - DEETYA

Company Costs: Part of the WELL funding requirement is that the company pays 25 percent of training cost in the first year, 50 percent in the second year, and 75 percent in the third year. Additional training, such as Assertiveness Training for Women, has been fee for service.

Facilities: A training room and computer network facility has been made available by BTR.

Workplace training - Screen Printing - Woomera Aboriginal Corporation Albury/Wodonga Continuing Education Centre

"For many Aboriginal people, their language is their art, it's not the written word."

DEVELOPMENT

Nancy O'Toole's contact with the Koorie community over a number of years, both formal and informal, resulted in some knowledge of Koorie learning needs, as well as gaining a certain credibility within that community.

Nancy dropped a note and fliers to her Koorie contacts after she heard that they were attempting to set up a shop-front to sell some of the craft they made. Skills were needed in reading, writing and maths, and the notion of building these skills at their own pace, in their own program, rather than in a class, appealed. The group were keen to learn the craft of screen printing, so discussion commenced on how this could be achieved at the Woomera Aboriginal Corporation's workshop space. The workshop already had a carousel, which is used for printing T-shirts, along with a stack of T-shirts left over from a previous program.

In addition to the workshop space, there were rooms suitable for childcare, which would be provided by the CEC's mobile childcare program. Nancy approached a teacher who worked at TAFE and who also had her own screen printing business, which seemed a good combination given that the group wanted to produce a commercial product, and wanted to understand what was involved in commercial production.

Both the tutor and Nancy met with the group to assess their existing equipment, to plan for its repair and the purchase of new equipment and materials. Discussion also took place on products which could be made, which were low cost and had a market potential.

They then set up a meeting with the Woomera Corporation and the Wandoo group. An informal meeting took place over a cup of tea, in which the idea was discussed and participation sought.

An 80 hour program commenced in March 1996, and eleven regular participants were taught screen printing, focusing on the production of T-shirts, later expanding to household items such as tea towels, pillow slips, sheets, doona covers and wrapping paper. In addition to screen printing, the group were taught how to create lino cuts, a quick and fairly simple way to achieve good results in design and printing.

"On the first day there were only four or five people. They then took information back, and the next class had approximately fifteen."

THE LITERACY COMPONENT

"You can't expect to know lots about it before you dive in, and that's all you can do ... it needs to be something that you can accommodate as being an evolving thing."

The tutor went to a deal of trouble collecting examples of work produced by Aboriginal people, everything from single pieces of work to books that have been published, where stories have been written and illustrated. This idea excited the group, as they were keen to put down their own stories for their children.

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"We found this difficult to achieve and adjustment was made as the course evolved. Teaching literacy requires a different approach, a lot of patience and flexibility. It's a new area and we need to learn different ways of doing things."

Outcomes

The group achieved a commercial quality in what they were doing, and learnt a great deal about setting up a business to market a diverse range of screen printed and lino cut products. Two of the group gained sufficient skill and knowledge about the screen printing process to teach in their own community. Three have enrolled in a Certificate of Commercial Design TAFE program. An introduction to the library has opened up the exciting world of books to the whole group.

The Participants

"Most of the people have come from an incredibly negative background of learning. In the workplace programs we do get people who have been early school leavers and have a negative experience of education, but for the Koorie people, there are often additional barriers."

The group were mostly women, of varying age. Three men participated occasionally.

The Tutor

As part of the preparation for the course, the CEC organised for Esme Saunders, coordinator of the Minimbah Koorie Education Centre in Shepparton, to speak to CEC and TAFE tutors, to give advice on course approach and teaching methodology, in particular working with Aboriginal people in the area of literacy.

"Tutors in Koorie programs need particular support and back-up, which is not readily available. It is also extremely important that a tutor is chosen who wants to work with Koorie people, if the program is to be a success. In addition, tutors need to understand that there is Koorie English, and that that's acceptable."

Further Programs

The screenprinting course will be offered again in 1997 combined with small business skills development. A similar program is being conducted around calligraphy. The aim is to use the skill of calligraphy to market products, including the production of signs, tickets and fliers, as well as to encourage writing skills.

Administration and Resources

Contact: Betsy Lyon
Workplace Education Coordinator
Albury/Wodonga Continuing Education Centre

Funding Source: Goulburn Ovens Murray Regional Council of Adult, Community and Further Education
The Woomera Corporation funded some of the costs related with screen printing, such as paints, and purchase of equipment which would remain with the group to use in commercial production.

Childcare: Available by gold coin donation through the CEC's Mobile Childcare Program

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CASE STUDY CONTACTS

Margaret Brickhill, Program Coordinator, The Centre, Wangaratta
Margaret Collette, Coordinator, "Horizons" Myrtleford Learning Centre
Jenny McGregor, VCE English Tutor, The Centre, Wangaratta
Units 1/2 and 3/4 VCE English students, The Centre, Wangaratta
CGEA Students, North Shepparton Community House, Shepparton
Carmel Kelly, CGEA Tutor and Coordinator of the Greater Shepparton Adult Literacy and Basic Education Cluster
Carmel Schroen, Coordinator, North Shepparton Community House
Paul Bruce, Program Development Coordinator, The Centre, Wangaratta
Bob Currie, Coordinator, Corryong CEC
Margaret Brown, Literacy Coordinator, Corryong CEC
Greg Howse, Committee of Management member, Corryong CEC
Sheryl Sinclair, Coordinator, Communication and Community Education, Goulburn Ovens Institute of TAFE, Benalla Campus
David Nichols, Executive Officer, Euroa Community Education Centre
Jill Brown, Coordinator, Wallan & District Community Group
Linda White, Team Leader, Language and Literacy Team, Albury/Wodonga Continuing Education Centre
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Nancy O'Toole, Workplace Coordinator, Albury/Wodonga Continuing Education Centre
Betsy Lyon, Workplace Education Coordinator, Albury/Wodonga Continuing Education Centre
Linda Patrick, Programs Officer, The Centre, Wangaratta
Geoff Davidson, Executive Officer, The Centre, Wangaratta
Richard Vinycomb, Executive Officer, Mansfield Adult Continuing Education Inc.
Ray Ferris, Education Program Support Project Worker, The Centre, Wangaratta

REGIONAL OFFICE PROJECT REFERENCE STAFF

Ross Tinkler, Regional Manager
Merilyn Gander, Regional Education Development Officer

KIND READERS

Geoff Davidson
Jane Dewildt
Les Haward

PROOF READER

Anne Pennington

Adult Education in
the Community

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